**K-5 Math Lesson Plan Date: 9 -04-12**

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| **Teacher:** | | | **Grade: K** | | | **Week: One - Monday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 2 (map of school) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  Pencils, number tracing activity 1-5, counters, Envision Math Topic 4 | | | Count  sequential  map | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can represent the digits that match the numbers counted 0-5. | | | | | |
| **Activating Strategy/Hook:** The teacher will read the class the book Fish Eyes by Lois Ehlert (teacher discretion) that shows numbers 0-10 with pictures included to show value. | | | | | |
| **Teacher Directed:** The teacher will tell students that once a number is written it is called a numeral or digit. The teacher will write numerals 1- 5 on the board and show their value with various manipulatives then count them. The teacher will monitor and observe students. | | | | | |
| **Guided Practice:** Students will get a numeral 1 -5 trace sheet and drawing objects to represent the value of each number.The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will do Envision Math Topic 4 Lesson 1. They are to trace, write, and draw objects to count and represent numeral 1 -5. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell teacher how do we represent objects counted and why counting is important. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Envisions; Topic 5 Lesson 1 | | | Trace and write activity (numbers 0-5) | | | Trace and write activity to match numerals with pictures. |
| **Assessment(s):**  Observations and written activities | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: K** | | | **Week: One – Tuesday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 2 (map of school) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  Pencils, number tracing activity 6-10, counters, Envision Math Topic 4 | | | count  sequential  map | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can represent the digits that match the numbers counted 6-10. | | | | | |
| **Activating Strategy/Hook:** The teacher will call 5 students to the front of the class. As the teacher points to each student the class will help her count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. She will then call 5 more students to the front and they will now count from 1 -10 or from any given number in the sequence. | | | | | |
| **Teacher Directed:** The teacher will tell students that once a number is written it is called a numeral or digit. The teacher will activate prior knowledge by reviewing numbers 1- 6 and counting objects that represent it value. The teacher will then write numerals 6 - 10 on the board and show their value with various manipulatives then count them. | | | | | |
| **Guided Practice:** Students will get a numeral 6 -10 trace sheet to practice writing numerals and drawing objects to represent the value of each number.The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will do Envision Math Topic 4 Lesson 2. They are to trace, write, and draw objects to count and represent numeral 6 - 10. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell teacher how do we represent objects counted and why counting is important. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Envisions; Topic 5 Lesson 2 | | | Trace and write activity (numbers 6-10) | | | Trace and write activity to match numerals with pictures. |
| **Assessment(s):** Observations and written activities | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: K** | | | **Week: One – Wednesday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 2 (map of school) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  Pencils, number tracing activity 11-15, counters, Envision Math Topic 4 | | | count  sequential  map | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can represent the digits that match the numbers counted 11-15. | | | | | |
| **Activating Strategy/Hook:** The teacher will call 10 students to the front of the class. As the teacher points to each student the class will help her count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. She will then call 5 more students to the front and they will now count from 1 -15 or from any given number in the sequence. | | | | | |
| **Teacher Directed:** The teacher will tell students that once a number is written it is called a numeral or digit. The teacher will activate prior knowledge by reviewing numbers 1-10 and counting objects that represent it value. The teacher will then write numerals 15 - 10 on the board and show their value with various manipulatives then count them. | | | | | |
| **Guided Practice:** Students will get a numeral 11 -15 trace sheet to practice writing numerals and drawing objects to represent the value of each number.The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will do Envision Math Topic 4 Lesson 3. They are to trace, write, and draw objects to count and represent numeral 11 - 15. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell teacher how do we represent objects counted and why counting is important. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Envisions; Topic 5 Lesson 3 | | | Trace and write activity (numbers 11-15) | | | Trace and write activity to match numerals with pictures. |
| **Assessment(s):**Observations and written activities | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: K** | | | **Week: One – Thursday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 2 (map of school) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  Pencils, number tracing activity 16-20, counters, Envision Math Topic 4 | | | count  sequential  map | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can represent the digits that match the numbers counted16-20. | | | | | |
| **Activating Strategy/Hook:** The teacher will give various students numbers 1 - 15. The students will numbers are to try to line up in sequential order 1-15. Students will then count 1-15 as each student holds up their number. She will then give 5 more students numbers and they are to join the number line in sequential order. Now the class will count from 1 -15 or from any given number in the sequence. | | | | | |
| **Teacher Directed:** The teacher will tell students that once a number is written it is called a numeral or digit. The teacher will activate prior knowledge by reviewing numbers 1-15 and counting objects that represent it value. The teacher will then write numerals 16 - 20 on the board and show their value with various manipulatives then count them. | | | | | |
| **Guided Practice:** Students will get a numeral 16 -20 trace sheet to practice writing numerals and drawing objects to represent the value of each number.The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will do Envision Math Topic 4 Lesson 4. They are to trace, write, and draw objects to count and represent numeral 16 - 20. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell teacher how do we represent objects counted and why counting is important. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Envisions; Topic 5 Lesson 4 | | | Trace and write activity (numbers 16-20) | | | Trace and write activity to match numerals with pictures. |
| **Assessment(s):**  Observations and written activities | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: K** | | | **Week: One – Friday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 2 (map of school) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  Map, pencils, number line, counters | | | count  sequential  map | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can write digits 1-20 in sequential order. | | | | | |
| **Activating Strategy/Hook:** The class will watch Destination Math Counting 1 – 20 video to reinforce counting 1 – 20. | | | | | |
| **Teacher Directed:** The teacher will show the class numbers 1- 20 out of order. She will then tell students she is going to make a number line to 20 but it needs to be in sequential order. Therefore, the teacher will then model putting numbers 1 - 20 in sequential order and pick various numbers to show value using manipulatives. | | | | | |
| **Guided Practice:** Students will get a blank number line where they are to trace then write numbers 1 -20 in sequential order to practice writing numerals.The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will use a map of their school as they take a tour and they are to write numbers on the doors of their map as they past them sequentially 1-20. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell what number comes before or after when counting 1-20. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Fill-in a number line 0 -30 | | | Trace and write activity (numbers 1-20) | | | Count by rote picture on a number line. |
| **Assessment(s):**  Observations and map activity | | | | | | |
| |  | | --- | | **Teacher Reflection:** (Next steps?) | | | | | | | |